JOURNAL OF EDUCATION

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DR. S. MONROE GRAVES
To Contribute a New Feature
See Announcement on Page 607

What Is a Progressive School?

Answered by: WILLIAM F. RUSSELL, MILTON C. POTTER, WILLIAM JOHN COOPER, JOHN L. ALGER, HENRY SUZZALLO, CHARLES H. JUDD, FRANK S. SALISBURY, JOY ELMER MORGAN, SAMUEL ENGLE BURR, and HELEN HAY HEYL.

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JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
Editors

ISOBEL R. LAY
Managing Editor

Table of Contents

NOVEMBER 7, 1932

EDITORIALS:—
Malicious Criticism 597
America's Devotion to Education 597
South Dakota Education 597
The Spirit of Houston 598
Crusade Against Illiteracy 598
Married Women Teachers 598
John H. Beveridge 598
Hugh Nixon 598

BELDING'S PAGE 599
Humanity's Ordeal 599
Unjust to Jimmy 599

WHAT IS A PROGRESSIVE SCHOOL? 600

THE TWO EXTREMES 602
By Helen Hay Heyl

SYSTEM SUPPLANTS SCHOOLMASTERS 603
By W. H. Jones

HANDICAPS AS CHALLENGES 605
By Garry Cleveland Myers

PERTH AMBOY GIVES "BREAK" TO MARRIED WOMEN TEACHERS 606
By W. C. McGinnis

RADIO DRAMAS IN SCHOOL 608
By Joseph B. Egan

THEY SAY 608

"HAVE YOU HEARD" 610
(A. W. B.)

THERE MUST BE EQUALITY 611

BOOK TABLE 612

THE NEWS DIGEST 613

GRINS BETWEEN GRINDS 617

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Pinning It Down

Definitions differ, of course, but a fairly clear composite picture of a "Progressive School" can be formed from the authoritative answers printed in last issue and this, to the query, "What Is a Progressive School?" An interesting contrast is presented in the parallel-columns arrangement employed by Miss Helen Hay Heyl to show the extreme types of traditional and progressive institutions.

•

Cramped Teaching

Too much emphasis can scarcely be laid upon the importance of great teachers and great teaching. Must the Mark Hopkins-on-a-log situation be entirely discarded in a rapidly modernizing program of education? In his article, "System Supplants Schoolmasters," W. H. Jones directs attention to a real danger.

•

Victorious Victims

All of us are inspired by the victorious lives of persons who have overcome severe handicaps. In "Handicaps As Challenges," Garry Cleveland Myers cites a number of such examples and tells where others may be found.

•

A Bow to Mr. Stork

At a time when many school systems are refusing to hire married women teachers, it will be something of a shock to read what the Perth Amboy board of education has done, under the leadership of Supt. W. C. McGinnis, in giving special consideration to those who become mothers while engaged in the teaching profession. Possibly this is the first time any school community has worked out a policy of this sort.

•

Our announcement on page 607 is full of significance for you as a reader of this magazine. Do not overlook it.

•

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JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

Malicious Criticism

A FEW Massachusetts cities and towns have made disastrous reductions in the salaries of teachers because of financial conditions. There has been scarcely a day in which some leading city daily paper has not had an editorial, news item, or report of resolution or of an address in pulpit or on platform magnifying this alarming situation in Massachusetts.

The truth is that of 355 cities and towns in the state only seventy-one cities and towns have reduced salaries or have had teachers make voluntary gifts to prevent reductions.

We have seen no editorial, news item, report of resolution or address commending the 284 cities and towns of Massachusetts whose taxpayers have met the salary schedule of the teachers without whining or squealing.

It seems to be characteristic of the present time to rejoice in the misfortune or misdeeds of public officials rather than to appreciate the noble spirit of taxpayers and the high devotion of public officials.

• • •

Atlanta's Devotion to Education

ATLANTA school teachers have registered an unprecedented standard of professional devotion.

The city Board of Education realized that school costs were calamitous, and had a professional study made of the "frills" of the schools that could be eliminated without serious harm to the school system of the city.

The result of this study was a proposition to save a third of a million dollars by the elimination of night classes, adult education, vacation activities and the kindergarten. These were "frills," not fundamental to the tax supported school system. None of these eliminations would seriously affect the teachers' salaries, and the taxpayers would save a vast sum.

The regular teaching force studied this proposition without any suggestions from the city or state superintendent, or from any leaders of welfare promotion.

The teachers of the traditional school system said the night classes were crime preventive, because those thus engaged were not tempted by idleness to be mischievous. The night classes also promoted industrial efficiency.

It was demonstrated that adult education used the leisure time of persons who were liable to find that a life of toil jeopardized the happiness of the family; it tended to make better fathers and mothers, and often created skilled laborers.

The teachers emphasized the fact that vacation activities definitely promoted the character and culture of children and youths to whom a vacation is liable to be socially and industrially harmful

It was easy to show that the kindergarten benefits all elementary school courses.

After this study the every-day teachers said these frills are vitally fundamental; they also said that a third of a million dollars of taxpayers' money would be saved.

The teachers of the school system of Atlanta voted unanimously and enthusiastically to ask the city Board of Education to *reduce their salaries* sufficiently to save these four important activities—night classes, adult education, vacation activities and the kindergarten.

Atlanta is promoting better learning and better living because of this crusade of the teachers to reduce their salaries. This has not released the teachers from responsibility for the relief to the unemployed. It is purely a demonstration of professional devotion to education.

• • •

South Dakota Education

SIOUX FALLS, South Dakota, looms large in education in this period of perilous crisis in education as in every other vital civic, economic and social issue.

Sioux Falls, by far the largest city in the state, a city that has been politically involved in every crisis in the state, has had the honor of leading the Northwest in keeping the superintendent of the chief city of the state in the Northwest in office for a quarter of a century.

In appreciation of this distinction Superintendent A. A. McDonald was given a passport and a purse with $463 to pay for a vacation trip to Scotland.

The teachers, principals, supervisors, office associates, and board members pooled their offerings in order to make it possible for Superintendent McDonald to realize a dream which he has had all his life, to go over to the land of his forefathers and view the haunts he has read about but never has visited.

The Spirit of Houston

THE largest city in the largest state in the Union has a spirit quite distinct from that of any other community.

It is the combination of the past and the present for the future. It is the day-before-yesterday devoted to the day after tomorrow.

Houston had no occasion to be inflated, financially, when the tidal wave of prosperity was sweeping into the South. Its famous benefactor had provided against that activity.

An air of culture came to the city as an attraction in the blossoming and fruiting time of Houston's pioneer days.

What Rice Institute has been in the promotion of culture through higher education under the brilliant leadership of President Lovett and his associates of high attainment the elementary schools have been in the achievement of universal intelligence of all classes and social relations from the beginning of the seventeen years of P. W. Horn's superintendency through the artistic inspiration of Superintendent E. E. Oberholtzer, who has passed the spirit of education in Houston, professionally and personally, to school people from sea to sea.

• • •

Crusade Against Illiteracy

MRS. CORA WILSON STEWART'S wonderful leadership in the cause of her creation is not only universally recognized, but has assumed a triumphant march in every section, among all nationalities and races.

Its latest activity is in the penal institutions, where few go back to society without a love of better literature and a discriminating taste for magazines and books.

No one has been a nobler creator of a new activity in education than has Mrs. Stewart. Literally millions are already getting more out of life than was possible before Mrs. Stewart created her "Moonlight Schools," and she has done as much for America as she has done for individuals.

In our recent trip through the South it seemed inconceivable that one person could have done as much for as many persons, as many states, and as many interests as has been done by Mrs. Cora Wilson Stewart.

• • •

Married Women Teachers

THE problem of married women teachers has assumed unusual proportions because of the unemployment situation.

We are using in this issue an article by Dr. William C. McGinnis, superintendent, Perth Amboy, New Jersey, which deals with the situation heroically. The Board of Education has unanimously met the situation in all its details, specifically.

Dr. McGinnis has been a leader in various administrative activities since his first district superintendency in Western Massachusetts. In Revere, Massachusetts, he attracted national attention by several wholly new and vital regulations affecting the professional standing of women teachers.

Dr. McGinnis has never let an opportunity pass to clarify ethical situations, and we suspect that the action of the Perth Amboy Board of Education will have a widespread interest at this time.

• • •

John H. Beveridge

SUPERINTENDENT BEVERIDGE of Omaha died on Columbus Day, October 12, at the hospital, after a brief illness of pneumonia and heart failure.

Dr. Beveridge had a rare personality, which endeared him to the citizens as well as to the profession in the three cities in which he served the public. He was as vital a personality in the two Iowa cities as he was in Omaha to the day of his passing. His two notable promotions to Council Bluffs and to Omaha were from one group of neighbors to another. He never had any civic or economic, professional or personal friction. This was as notable in his associations, attainments, and achievements nationally as it was locally.

At the meeting of the Department of Superintendence in Washington in February no one, officially or socially, contributed more to make the meeting memorable than did he, from the official breakfast on Saturday and the friendship breakfast on Sunday, to the farewell.

• • •

Hugh Nixon

THE Massachusetts Teachers Association is famously fortunate in having Hugh Nixon as its manager. He is intensely interested in the promotion of all phases of education. He uses the daily press forcefully and wisely. He has the confidence of teachers of all grades and situations, and the admiration of those in authority professionally and officially.

He has more "irons in the fire" than is expected of him, and they are all at white heat all the time. He has met the miscellaneous responsibilities, public and professional, in the present crisis tactfully, discriminatingly and energetically.

Never have leaders in education associations had any such crucial tests of their wisdom in the management of the public and the profession as in the present crisis, and Hugh Nixon is a sample of the class of men in the leadership of state associations.

• • •

Elmer Davis in his famous article in Harper's for September suggests that possibly the only thing that will save the United States from destruction will be a woman Mussolini.

Belding's Page

Humanity's Ordeal

FUTURE generations—if war or insects or some economic pestilence does not prevent the existence of such generations—will look back upon the present era as one of the stupidest in human history. Here is the human race, lifted by its own genius to a plane where it can produce more raw materials and more finished goods of every description than are required for the comfort of all its members—and yet some great lack in social organization or in human character slows down the machinery of production and distribution to such an extent that millions of people can find no way to exchange the labor of their hands and minds for the bare necessaries of life.

Attention needs to be focused, more and more intensively, upon this fact, which is the crux of the whole problem. Measures of relief, handouts, extensions of credit, imperative as these are in a great emergency, will never solve the basic problem, or block the recurrence of a similar situation within another decade.

Can human organization be so far perfected as to guard the welfare of every man, woman and child who does his or her part in the common effort? Or has the race again built a tower of Babel which pierces the clouds only to collapse of its own weight?

Socialism as a form of government is distrusted by the majority of the people in nearly all countries; perhaps for the reason that it rests upon an overgrowth of governmental power and functioning.

Yet there can be no longer any question in the minds of sane persons that socialized thought and action must become universal if the race of men would save itself from its own selfish greed. Integrity and industry must be exalted. The purpose to give little and get much—expressed in graft of politics, graft of business, in stock gambling, in the rush for lottery schemes, in ruthless competition and in the cruder arts of burglary, racketeering, and the rest—must somehow be reduced to a much smaller place in human conduct than it now occupies.

This is the challenge to today's leadership, both in the schools and in the community at large. Either the challenge will be met or humanity will fold up its tents and disappear from the face of the earth. An unsocial society, possessing the powers now created, cannot safely halt where now it stands.

Fortunately there is, in every human dwelling place, a nucleus of individuals who habitually act with due regard to the interests of the entire group. These individuals, through conscious exercise of their influence under wise leadership, are the hope of mankind in this time of testing.

Humanity has passed through other ordeals, many and many of them. And it will pass through this one. But a grave responsibility rests upon every person holding a rank of leadership. And that means, among the rest, every person engaged in education.

• • •

Unjust to Jimmy

JIMMY entered the house and slammed down his books with an emphasis that showed his disgust.

"Aw, what's the use?" he ejaculated. "I hand in a B plus paper, and the blamed old 'chem' teacher gives me a C. I'll bet he never looked at my answers; just shut his eyes and put down the first letter he thought of."

Jimmy's mother did not say much—to Jimmy. But she was acquainted with his mental make-up. She believed some error had been made by the instructor. She decided to find out.

So off to the school she went, next morning. She met the principal, who offered to find Jimmy's answer paper and let her look it over.

Somewhat to the principal's embarrassment, the paper had not a single correction on it; merely a mark of C on the outside.

"Well—er—you see," he prepared to explain, "we have been obliged to overload our teachers so heavily with big classes that they really do not have time to correct the students' papers. However, I will see that Jimmy's is read, and that he receives whatever mark he deserves. This looks like a very good paper."

So Jimmy's mark, in due time, was raised to an A minus. And next time the principal met Jimmy's mother on the street he assured her that the boy was progressing rapidly.

Is the morale of that school's faculty like Jimmy's first chemistry mark, down to a C? And if the teaching load is so heavy that careful marking is impossible, should any marks at all be given?

Impressionistic marking is a sham which students readily see through. Most of them, nevertheless, take whatever mark is set down for them, and say nothing. The resulting injustices are many.

Anson W. Belding

What Is a Progressive School?

Experts in the field of education were asked by the Editors to define a "Progressive School." The second and concluding instalment of their replies is here presented.

How "Progressive" do you wish your schools to be? Measure them by the standards indicated in this assemblage of carefully thought-out definitions and descriptions.

WILLIAM F. RUSSELL

Dean, Teachers College, Columbia University

A progressive school is one that has respect for the traditions of the past sufficient to use them as a guide to future practice, but also has insight into the conditions of the present and the probable changes of the future so as to be willing and glad to institute changes.

•

MILTON C. POTTER

Superintendent, Milwaukee, Wisconsin

I note that you do not ask "What is progressive education?" You ask "What is a progressive school?" Progressive education is that type of experience which uses its bumps to get ready for future collisions. It is certain that a progressive school makes daily use of experiences outside of school. The most progressive definition of "Education" is "readiness for change." The members of a progressive school frequently fall but not twice in the same place; they frequently fail but not twice in the same way.

Education has dangled all over it a passementerie of tags and catch words. "Progressive" is one of them. The mere assumption of this verbal vesture but ill conceals the skeletal insides of restrospective education where formal discipline and pride of knowledge still hold sway. The progressive school progresses from that which is to that which shall be. The traditional school delighted in looking backward. Progressive school children live this day's life and delight in the future. They live their own lives rather than the prescriptive lives of teachers who perhaps were children long, long ago. The progressive schoolmaster is the first friend of those children; they solicit his counsel. He seldom imposes his views or his powers upon their consciously self-organized society.

•

WILLIAM JOHN COOPER

United States Commissioner of Education

A progressive school is one that accepts and tries to apply the educational philosophy of John Dewey, who holds that every individual is different from every other person. Schools vary therefore in accord with the number, natures, and previous experiences of their pupils. In a small private school where every pupil is ready and eager to work, teachers are more numerous, and classes small, the curriculum may be made practically from day to day. In a large public school where everybody comes, the classes are large and it is necessary to outline the work and to have more formality. As to comparative results the movement is still too new for us to draw any conclusions.

JOHN L. ALGER

President, Rhode Island College of Education, Providence

For a first-hand definition of a "Progressive School" you should, of course, go to such men as the president of the Progressive Education Association, Burton P. Fowler, of the Tower Hill School, Wilmington, Del. Probably your request was sent to me on account of our work in the Henry Barnard School of this college. We do not claim affiliation with these schools, although we recognize the value of allowing each pupil to develop his own individuality.

We believe that every child, in the right environment, and rightly aided, loves to work, and can and will keep himself profitably employed. We believe in letting him learn how to learn, as well as what to learn. Power to think, to accomplish, to enjoy co-operative work, cannot easily be secured in full degree through class drills and exercises. They are entirely possible in any school that is truly progressive.

•

HENRY SUZZALLO

President, Carnegie Foundation for the Advancement of Teaching, New York

Progressive schools are experimental schools. However they may vary, one from another, they are alike in their willingness to experiment with large promising departures from the generally accepted traditions of education. As they require more liberty than the general public

ordinarily grants to its public schools, they are usually private schools with a specially recruited clientele. These private progressive schools are not radically different in accepted theory from the better public schools, but they are bolder in their attempts to realize more fully the newer aims and values of current educational thought. Hence all progressive schools tend to make more than ordinary provision for self-expression, group activity, emotional outlet, physical activity, manual and particularly artistic self-expression, self-directed thinking, and highly enriched and varied experience.

•

CHARLES H. JUDD

Dean, School of Education, University of Chicago

I think the term "progressive" as used by a small group of private schools is extraordinarily difficult to define. These schools are, I think, for the most part, institutions that have attempted to substitute the project method for a systematically organized curriculum.

•

FRANK S. SALISBURY

Dean, State Normal University, Normal, Illinois

A progressive school is one that moves forward meeting new social problems with new school procedures. It is a school planned to lead children into better adjustment to living. Such a school centres its program about the child and his development. Subject matter and curricula are means to ends and are easily adapted to their purposes. The life outside the school flows easily into the life of the school and gives to it the first-hand interests and values that insure genuine purposes for natural living. Every element in such a school co-operates in harmony with its dominant motive, that together all may live fully, develop normally, gain in insight, and be happy in so doing.

JOY ELMER MORGAN

Editor, Journal of the National Education Association

A school is progressive when it is in charge of thoroughly educated teachers who seek to improve their own lives and work in the interests of the children; when the spirit of the school promotes the best growth for each child; when both teachers and pupils feel individual responsibility for the progress of the school, and at least ten per cent. of the time and energy of both teachers and pupils is spent on pioneering enterprises looking toward better preparation for tomorrow's life. The spirit is more important than the form. The progressive school cuts out deadwood, brings in pioneer activities, cultivates responsibility, and plans for the whole life of the child and the community.

•

SAMUEL ENGLE BURR

Superintendent, Glendale, Ohio

While the Progressive Education Movement does have a national organization and while the term "Progressive Education" is widely used, it is not yet standardized, and has no fixed meaning. Each person who attempts to define the term will do so subjectively, as he himself sees and evaluates the movement.

Nor is there any one outstanding factor which distinguishes a progressive school from those which are traditional. True progressiveism is broad enough to include many original details which are present in this or that progressive school in varying degrees, depending upon the type of progressiveism advocated by the administrative and supervisory officers.

Consequently, in answer to the question, "What is a Progressive School?" I can merely give my opinion, which will involve a number of factors, some of which are as follows:—

A progressive school is one in which the individual child and the group of children are of first importance. In other words, a progressive school is child-centred and is built up about children as the focal point. Traditional schools, on the other hand, take as focal points such things as teachers, textbooks, courses of study, tabulated factual knowledge, buildings, etc. Such things are important in a progressive school, but they are secondary and must be adapted to the child's needs.

A progressive school is one which studies the needs, abilities, interests and present accomplishments of the child and helps him to progress by means of his interests from his present accomplishments toward his needs, to an extent which is in keeping with his abilities. Thus it depends upon factors which vary along four distinct lines. Traditional schools, on the other hand, set up group standards which are absolutely impersonal and which are quite rigid.

A progressive school is one which recognizes the importance of secondary or marginal or associated or concomitant (different leaders use different terms) learnings and which sees that these things are at least on a par with primary learnings. It recognizes that the habits, attitudes, appreciations and powers which are developed coincidentally with the learning of facts and skills will often outrank those things which the traditional school sets up as the end or goal of formal education.

A progressive school is one which allows the child a proper amount of freedom so that he may develop originality, and so that he may make use of the creative urge. It allows creativeness to grow and to develop hand in hand with constructive criticism and rational judging of the work of others. The traditional school, on the other hand, seeks to limit originality, to exalt uniformity and to make pupils into followers rather than leaders.

I believe that these three things are among the most important cornerstones of the Progressive Movement. There is not space to discuss other distinctions here, except to say that the mere outward forms and symbols such as are naturally a part of a true progressive situation do not necessarily bring about progressive education.

There are some who believe they are in a progressive school when they see movable furniture, pupil activity, and the absence of a fixed time schedule. It can be that these things exist in very formal and unprogressive schools.

The Two Extremes

By HELEN HAY HEYL

Supervisor, University of the State of New York, Albany

This chart does not represent the teaching of any school of thought, but merely indicates the two extremes in practice.

Principal credit for the ideas here presented is ascribed by Miss Heyl to Rugg's "The Child Centered School."

TRADITIONAL SCHOOL	*PROGRESSIVE SCHOOL*
Child is *sent* to school which is *kept* until four o'clock, after which he "explodes into freedom!"	Child goes to school and cannot get there early enough, he lingers in shops, laboratories, yards, and libraries until dusk or urgent parents drag him homeward.
This is a school for *listening.*	This is a school for *working.*
Children are pigeon-holed in long rows of desks.	Children are seated in groups at light tables in comfortable chairs.
Children sit quietly, studying their lessons.	Children sit working at projects, asking questions as needs arise. They "learn by doing" under wise teacher-guidance.
Movement means marching in rows at signal, teacher-directed and teacher-controlled.	Movement means purposeful activity, with consideration for the rights of others, and leads to self-direction and self-control.
Child learns unquestioning obedience to authority.	Child learns obedience through participation.
Keynotes are *memorize, recite, pay attention.*	Keynote: *Experiences leading to growth.*
Child's mind is submitted to the grindstone of an educational discipline which dwarfs his capacity to think for himself.	Child is taught to think, to develop tolerant understanding, to question critically, to evaluate.
AIM: *Mental discipline* which it is believed will produce good citizens.	AIM: *Growth and tolerant understanding* which it is believed will produce good citizens and the improvement of the social order.

System Supplants Schoolmasters

By W. H. JONES

Superintendent, Biltmore Schools, Asheville, North Carolina

IN his essay on "The Old and New Schoolmaster" Charles Lamb contrasts the alert, scientific, up-to-date teacher of his time with the schoolmaster of an earlier day whom he pictures as bound by dogma and tradition and by the belief that scholarship is concerned principally with rules of grammar, declensions, and conjugations. Lamb freely detests the schoolmasterly type of mind, whether ancient or modern, and draws no conclusion in favor of either. By inference, however, it is clear that he feels bound, perhaps grudgingly, to concede superiority to the new, progressive schools of his day.

Whether or not Charles Lamb set the fashion, it appears customary today to speak with some disparagement, more or less kindly, of the old-time schools and teachers, including those of Lamb's day. That such is the fact proves, perhaps, an overemphasis on theories and methods, which are ever developing and changing, and a consequent neglect of the constant and indispensable factor in all teaching—the teacher himself. No complaint that the teacher is underpaid and undervalued by an unappreciative public is intended. The charge of overlooking the teacher, if it is a just one, must rather be laid at the door of the administrator, the supervisor, and particularly the theorist and investigator who succeeds for a time in making a cult of some important discovery in the field of education.

•

I do not suggest that we should ignore the discoveries and advances made by the expert in the field of education, but that we should not leave unconsidered the element of personal relationship between teacher and pupil, that we should not discard the Mark-Hopkins-on-a-log situation as too old-fashioned for this modern age. Even the best scheme of making education an easy and infallible process must depend on the human agency which embodies and interprets it.

It is true, the good teacher strives to render himself unnecessary by creating conditions under which his pupils can and will work independently. But only the superior teacher can thus keep the background and direct in so deft a way as to stimulate rather than repress. Thus the personality and native strength of the teacher becomes increasingly important as freedom is extended.

In the early days of American education the teacher was the school. There was little or no concern for theories of education and but little literature on the subject. If the teacher were orthodox in religion, in politics, in morals, and in scholarship, the requirements for successful teaching had been met. Before the beginning of the nineteenth century little is heard of the curriculum, or of child study, or of socialization, or of freedom in the school (but much to the contrary), or of vitalizing the school by a close correlation with outside interests. These movements are recent growths. They have enriched our educational theory, but they have necessarily complicated it. So completely is our interest centred on them that the charge is made by one of our most thoughtful educators that we no longer "see teaching in terms of its own characteristic points of view."

"My respect and veneration grows for an old-time schoolmaster, a Confederate captain he had been, who used to send a group of boys out of the crowded log schoolroom to study arithmetic under a tree. When we asked him how long we should stay, he would reply: 'Until you work the problems.' It mattered little whether the history class met that day or the next. Perhaps we would spend the next morning on history. But for that afternoon the thing in hand was the problems. If it took three hours what did that matter, if only the boys would learn something?" * * * "For better or for worse, when the old schoolmaster went out, a personality gave place to a program."

The great teachers have not been theorizers so much as they have been personalities. They have not handed down to their followers a method of teaching or a course of study. But they have used, and thus indirectly taught, originality in methods, and have found the material of their study near at hand, in nature, and in the relationships of life. Recall, as examples, the simple questions of Socrates and the parables of Jesus.

These instances are admittedly far-fetched, for we cannot supply our thousands of schoolrooms with teachers of great originality and insight. We can hardly imagine Socrates watching the alarm clock on a glossy desk while his ears are strained for the electric signal to switch from geography to hygiene! Not having Socrates, we try to make up the deficiency with the clock and the bell.

•

We cannot dispense with the clock and the prescribed routine, but we can fight against their

dominion over us. If we recognize them for what they are, servants and not masters, we can yet protect whatever precious gift of originality the teacher may possess.

If we really mean to provide a free atmosphere for the development of the child, we must first free the teacher. Modern supervision may help to do this. On the other hand, it might conceivably complicate it still farther. This depends entirely upon the viewpoint, the skill, and the wisdom of the supervisor. That supervision which prescribes too literally can have no other effect than to weaken the teacher and rob him of his chance of growth. But the supervision that sees in teaching itself the most vital point in our educational system, that removes constraints, that inspires, that leads the teacher to see how he may stand alone, independent of supervision, that encourages originality rather than conformity, that is rich in appreciation—this supervision is our best hope. Only let us remember that the vantage point is not in the machinery of our organization, not even in supervision itself, but that it is where the teacher stands, in vital, personal relationship to his pupils.

•

My respect and veneration grows for an old-time schoolmaster, a Confederate captain he had been, who used to send a group of boys out of the crowded log schoolroom to study arithmetic under a tree. When we asked him how long we should stay, he would reply: "Until you work the problems." It mattered little whether the history class came that day or the next. Perhaps we would spend the next morning on history. But for that afternoon the thing in hand was the problems. If it took three hours, what did that matter, if only the boys would learn something?

The old captain's methods would have looked bad under the scrutiny of modern supervision. He didn't sit up the night before thinking up a scheme to have his pupils suggest working those particular problems, as he should have done to give exercise to their initiative. Nor were his assignments in the nature of contracts. His general theory was, I think, that there were a few things which a boy should learn thoroughly; that he knew, even better than the boy himself, what those things were; that he should be kind and praise every worthy effort; and that, if the showdown should come, he was master of the school, and would govern it by authority of a strong arm.

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We smile today at the crudeness of the old schoolmaster's whims. His methods were direct and arbitrary, but, at his best, he lacked neither the kindness nor the strength that a boy loves. He was, beyond all doubt, a personality, and he dealt with the children as personalities. None of the laws of learning, save the general one of effort and concentration, had ever been revealed to him. If you had asked him to teach you how to study, I am sure he would have stroked his fine, long beard and glanced at the corner where his switches stood, before replying.

The time came, of course, when the old schoolmaster was shelved as out of date. The training schools were turning out girls who knew better than he the "How" of teaching—if they had not learned better the "What." They classified and graded us. They tacked a schedule to one of the logs of the old building, allotting us fifteen minutes for spelling and thirty for arithmetic. Thus we began our speedy course of modern education. No more leisurely, wasted(?) hours under the trees; no more glorious, unhurried mornings of history study, with plenty of time for the old captain to tell us again (though he had told us a hundred times) why they had lost at Gettysburg.

Some of these new teachers that came to us may, also, have had originality, personality; but it had little time or opportunity to touch the varied little selves that had been graded and assigned to quarter-hour tasks. For better or for worse, when the old schoolmaster went out, a personality gave place to a program.

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For every child safe, sanitary, hygienic, and properly equipped school buildings and grounds.

For every citizen of the Commonwealth provision for a continuing education — to make up for opportunities lost in earlier years and to provide means whereby the individual may adjust himself to new civic, social, and economic responsibilities.

—James N. Rule, Superintendent of Public Instruction.

Handicaps as Challenges

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

SUPPOSE you had no fingers, no toes, but mere stumps for hands and feet and were only six years old. What would you expect to make of yourself?

There lived such a child, a country lad born in Ireland just a hundred years ago—Arthur Kavennah. That Irish lad learned to ride a horse and jump high fences with it, to shoot game birds on the wing from a galloping steed. Without help from any one he once brought down a tiger in the wilds of India. He traveled throughout most countries of the world, became a member of the British parliament, highly esteemed for his speeches by the great William Gladstone. Arthur Kavennah, despite his physical handicaps, was noted for unfailing cheerfulness.

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In 1865, the year in which President Lincoln was assassinated, Charles Steinmetz was born, a cripple. All his life he had defective eyesight. Before he was a year old his mother died, but he had a good grandmother. He could not play nor enjoy what other children enjoyed. Early he developed interest in books, particularly those of a scientific sort. This undersized, unprepossessing hunchback during early adolescence expressed certain political beliefs on account of which he was banished from his native country, Germany. He fled to Switzerland, thence to America, where he landed penniless. His mathematical genius was discovered soon, and when the General Electric Corporation was founded, he became its chief consulting engineer. By and by he was known throughout the world as a kind of wizard. Pages of stories were written in the newspapers about him, enough to cover many acres.

Charles Steinmetz found his pleasure in hard work. Once when spoken to about his work, he answered: "There's no more credit due me for sticking to my work than is to a child who plays. I love my work. It is my chief joy and I could not easily take a holiday from it if I had to."

So rose the wizard, Charles Steinmetz, above his handicaps.

•

Many of my readers have repeatedly enjoyed the symphonies of Beethoven. For a hundred and thirty years thousands of men and women have been enraptured by the music of this genius who was himself denied the privilege of hearing, for most of his compositions were created after he had become stone deaf; and down through the ages his creations will continue to delight the cultivated music lover.

Ludwig van Beethoven was born in 1770, a few years before the American Revolution. His worthless, drunken father often would come home after midnight and drag out the little fellow, a mere toddler, and make him practice his piano lessons which this father taught until the boy was seven. The father's apparent purpose was to prepare the child to give public lectures to earn money to buy his dad more drink. Ludwig lost his mother in his early teens, when he began to lose his hearing. He was totally deaf in very early manhood. The story goes that his deafness had resulted from the brutal blows upon his ears by his drunken father. Distress from deafness almost overwhelmed Beethoven. But taking heart, he continued to labor and create, and gave the world his greatest contribution while he was entirely shut from sounds.

Michael Pupin, with five cents in his pocket, nothing more, unable to speak a single word of English, came a ragged immigrant boy to New York fifty and eight years ago. He was born of poor illiterate parents in a Serbian village. His first job in our country was at driving mules on a farm in Delaware. Later he drifted to New York City again, where he found a few odd jobs, and discovered the library of Cooper Institute, then the night classes there. Five years after landing in New York with five cents, he registered as a college student at Columbia University. There he is today as professor of electrical engineering, known throughout the world for his inventions and discoveries.

•

England's greatest sculptor hardly kept alive the first ten years following birth. While his playmates were at school and happily at play where he could hear their voices, he was propped up on pillows, later going about on crutches. Even when grown up he appeared, while walking, severely deformed. John Flaxman was his name. When he died in 1826 hardly anyone disputed that he was the most gifted genius in sculpture England ever had produced.

Where is the child whose early years were not enraptured by the verses Robert Louis Stevenson created? Where the older lad or lass who has not reveled in the picturesque adventures told in "Treasure Island"? All of us still like to read the book and see the moving picture, "Dr. Jekyll and Mr. Hyde." Such were the gifts of one who had a suffering infancy and childhood, and was an invalid nearly all his life. Once he wrote a friend:—

"For fourteen years I have not had a day's real health; I

have wakened sick and gone to bed weary; I have done my day unflinchingly; I have written in bed and written out of it; written in hemorrhages, written in sickness, written torn by coughing, written when my head swam from weakness, and for so long it seemed to me have won my wager. The battle goes on, ill or well is a trifle, so as it goes. I was made for a contest and the Powers have so willed that my battlefield should be this dingy, inglorious one of the bed and the physic bottle."

And yet Robert Louis Stevenson wrote "The Child Garden of Verse" while in bed, than which there never was written anything more full of cheer. To know him only from the literature he created is to know him as a soul of sunshine.

His last days spent in quest of health were on the Island of Samoa. There on the summit of Vaea Mountain, according to an earlier request of his, his body was carried by the beloved natives and buried where it rests beneath the stone on which is carved the *Requiem* which Stevenson had written:—

"Under the wide and starry sky,
Dig a grave and let me lie,
Glad did I live and gladly die,
And I laid me down with a will.
This be the verse you grave for me:
'Here he lies where he longed to be,
Home is the sailor, home from the sea,
And the hunter home from the hills.'"

Of the way handicaps were overcome, by Demosthenes, Milton, Edison, Helen Keller, Theodore Roosevelt, Franklin D. Roosevelt, you also are familiar. Let us tell our pupils of such great men and women who have been victorious through brave struggles in the face of Nature's obstacles, just because they had the stuff of character in them. Let us urge the junior and senior high school student to read biographies of such souls. "Overcoming Handicaps" is the title of the fascinating book by Archie Wallace, Doubleday & Company, N. Y.

The United States Office of Education has just issued a very attractive and useful pamphlet, "Parents' Problems with Exceptional Children," by Elsie H. Martens. It has many pictured illustrations, and can be had from the Superintendent of Documents, Washington, for only ten cents. Every school superintendent and principal will want to get as many copies as possible of this seventy-two page pamphlet into the hands of the parents of their school children. Teachers and school officials will also find it interesting reading.

Perth Amboy Gives "Break" to Married Women Teachers

By W. C. McGINNIS
Superintendent, Perth Amboy, New Jersey

IN a time when many school boards are putting up barriers against the employment of married women in their classrooms, it is a pleasure to report the progressive action of the Perth Amboy board of education in adopting resolutions definitely providing leaves of absence for married teachers who are to become mothers. Following are the resolutions which the board passed with complete accord on October 17.

Special application forms have been prepared, copies of which will be sent to readers of this magazine who may be interested.

1. Any woman employee of the Perth Amboy Public Schools who shall marry while in service shall report such fact immediately, with the name of her husband, to the superintendent of schools, who shall record the marriage name on the records, and report the marriage and the marriage name to the Board of Education.

2. As soon as any married woman employee (including those married after the passing of these regulations, and those already married) shall become aware of her pregnancy, she shall forthwith apply for a leave of absence, making use of the official maternity leave application forms furnished by the Board of Education, and such married woman shall accept a leave of absence as provided in these regulations, when granted by the Board of Education.

3. The superintendent of schools shall forward a copy of these regulations to each married woman employee in the school system.

4. A maternity leave of absence shall be for a period of at least a year and a half (eighteen calendar months), beginning not less than four months before the approximate date of expected confinement and ending not earlier than a year from the following September. The expiration ot all maternity leaves of absence shall coincide with the beginning of a school year.

5. Failure on the part of any married woman employee to comply with the requirements of these regulations shall be deemed neglect of duty and an act of insubordination.

6. Nothing in these regulations shall be construed as obligating the Board of Education to grant leaves of absence to married women employees who are not on tenure.

Announcing a New Feature

For Journal of Education Readers

The School Forum

CONDUCTED BY

Dr. S. Monroe Graves

THE SCHOOL FORUM FOR EXECUTIVES

will start in our next issue (November 21) and will appear in alternate issues thereafter.

THE SCHOOL FORUM FOR TEACHERS

will open December 5 and continue in the first issue of each succeeding month.

Dr. Graves brings to this important editorial task a rare combination of scholarly attainment and practical experience. He is both a teacher of teachers and a school administrator. After several years in educational organization in the Philippine Islands, Dr. Graves — a graduate of Colgate University and a holder of a Doctorate in Philosophy from Harvard — became Lecturer and Instructor in Education at Wellesley College, later stepping over to the superintendency of schools in the town of Wellesley, a position which he occupies with increasing success.

During the past summer Dr. Graves taught at the University of New Hampshire, where his courses for administrators and teachers were among the most popular and helpful of the summer offerings at that institution. He has lectured at Yale, at Boston University, and at Harvard.

Dr. Graves is actively associated with other schoolmen and is familiar with their problems and their interests. He has served at one time or another as President of the Massachusetts Schoolmasters Club, the Massachusetts Superintendents Association, and the Norfolk County Teachers Association.

The Editors of this magazine are confident that Dr. Graves has the experience, the viewpoint and the gift of presentation to make his new department, THE SCHOOL FORUM, of timely value to every school executive and every teacher.

Send YOUR Problems to The School Forum, Journal of Education, 6 Park St., Boston.

Radio Dramas in School

By JOSEPH B. EGAN

Harvard School, Charlestown (Boston), Massachusetts

I CANNOT quite let the article by Mr. Dunham in the October 17 issue pass on to the shelves with other back issues of your estimable and important journal without adding a few comments.

Mr. Dunham, of course, being connected with the National Broadcasting Company, sees this question of radio plays largely from the studio end, particularly the broadcasting studio end. I agree with him that important contributions are being made by the various companies along this line, some very important, others less important, and some, I am sorry to say, so trivial in character and unimportant as to tend to discredit the good judgment of certain advertisers.

To one reading Mr. Dunham's article would come the inevitable reaction that this question of radio plays is essentially a question of studio production. Not at all. In the last two years it has become a question of classroom production in which every classroom becomes its own studio, where there is not installed a building broadcasting arrangement. The trouble with the further extension of the idea has been lack of suitable material. The old stilted adult treatment will not fit. The radio presentation, especially in the hands of children, is one of the finest of the fine arts and requires a skillfulness and a naturalness in its production that is apt to work against the labors of the amateur.

I have been stressing this matter of radio plays for classroom production. The idea is in its infancy to be sure, and many teachers have yet to learn the tremendous value of a simple arrangement that one hour's work can build into any classroom for broadcasting purposes.

I advocate an ordinary screen behind which the performers do their stunts. A hole in the screen, fitted with a microphone, is all the broadcasting apparatus that is necessary. The live teacher will see the possibilities at once of this arrangement. Nothing comes through the microphone except the voice of the speaker. This voice must be charged with emotion and interpretative value, it must be used for purposes of impersonation, and must, of course, be of a distinct and easily understood quality. What character training values are bound up here in an exercise of tremendous interest!

In order to facilitate the production of classroom radio plays, my monthly service for teachers carries from two to five a month not always complete plays, but plays so complete and so full of suggestion that pupils themselves can make a very satisfactory development.

The radio play for school use is one of the most vital factors in good character training development. It is also one of the most vital factors in the development of almost any study in the curriculum. It lends itself to a form of teaching highly modern and highly emotional.

• •

A Question

By Rehge L. Rolle

If all your thoughts were on parade,
And all your motives brought to view,
With your emotions all displayed. . . .
If all your thoughts were on parade,
Would any of your glory fade?
Just what would mankind think of you
If all your thoughts were on parade,
And all your motives brought to view?

—Nautilus.

They Say

A. J. HUGGETT, Superintendent, Lake Orion, Michigan:—

"In the comparatively shorter working hours, the respectability of the work, the pleasantness of the surroundings, the luxury of a long summer vacation, the joy of watching the lives of individuals unfold, the pleasure of being in a surrounding which stimulates and causes one to expand, and in the knowledge that one is really doing something for humanity—these are the rewards which the teacher must look to rather than the one of pay."

•

CHARLES F. KETTERING:—

"Ten years from now we shall be thinking thoughts and dreaming dreams not even in our conscious thought now."

•

LADY ASTOR:—

"I try to legislate for other people's children as I would for my own."

•

BERTRAND RUSSELL:—

"Since I was in China, I have regarded laziness as one of the best qualities of which men in the mass are capable."

•

WALTER DAMROSCH:—

"America is on its way to becoming the most musical nation on earth."

•

ALBERT SHAW:—

"Sensible people will ordinarily forget the words Republican and Democrat."

•

ALBERT EINSTEIN:—

"In comparison with the American, the European is inclined to pessimism."

•

C. F. KETTERING:—

"Not one man in a thousand has any imagination."

•

RAY LYMAN WILBUR:—

"Our civilization will be measured by the children it produces, and by the civilization they, in turn, produce."

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Have You Heard--?

(A. W. B.)

ONE of the most generous gifts to education comes from the hands—or rather, the microphones—of the National Broadcasting Company, in the annually recurring series of concerts directed by Walter Damrosch. "Music Appreciation Hour" has started its fifth season. Graded orchestral performances, featuring the weeks from October to April, provide a means of cultivating musical taste of countless listeners, both in school and out. Not only are the concerts arranged for maximum instructional value, but their conductor himself is so clear and so interesting, so genial in personality, as to exercise a splendidly wholesome influence upon his listeners, young and old. Walter Damrosch is one of the most successful propagandists of good music that the world has ever had.

• •

Personnel of the Denver public schools are saving the city nearly a half-million dollars by voluntarily waiving a tenth of their salaries. Whether you like the idea of such cuts or not, you cannot but admire the sportsmanship of school folks who take their medicine cheerfully. And, with A. L. Threlkeld at the steering wheel, the Denver schools will roll rignt along at a good clip just the same.

• •

Is it provincial to have New England teachers pursue a course in "Education for New England"? Evidently the Boston University School of Education does not think so; for a course so styled has been announced by that school, in collaboration with the New England Council. In fact there is a good deal of social and ecomonic data about these six corner states that may well percolate into the schools hereabout. Sectional patriotism has its place, and New England claims no copyright.

• •

If Superintendent G. E. Dille of Maplewood, Missouri, doesn't stop drawing those cartoons on the front of his bulletin, "Topics," no teacher with cracked lips will be very comfortable in his schools. "Topics" is an example of a mimeographed affair which must help immensely in keeping the schools earnestly, effectively working together for the good of all.

• •

"The sun's only rival," the electric light, now helps itself to another of the sun's brilliant prerogatives. When you snap on the light you can likewise snap on the health-darting ultra violet rays. This is made possible with the Sirian Ultra-Violet Lamp, a product of Arcturus Radio Tube Company, Newark, N.J. Donning your customary beach costume, you may, while perusing your favorite magazine, bathe in the ultra-violet waves instead of the ocean blue.

• •

Music is not the only hum in the air these days. There is also the airplane, with its boundless implications for the future. A film called "Across the Country in Twenty-seven Hours" has been prepared by United Air Lines, and is available to a limited number of schools and colleges, through Bell and Howell Company, Chicago, film distributors and makers of projector apparatus.

• •

Some of Nature's secrets will be secrets no longer, if the important sight-and-sound films offered by Powers Pictures are taken up by the schools as eagerly as seems likely. P. A. Powers, as president of the concern putting these forth, conceived a worthwhile service to the schools when he undertook to capture for the educational screen the hidden activities of living creatures hitherto known only to the scientist equipped with microscopes and other apparatus of the laboratory.

• •

Superintendent Henry M. Cressman of Egg Harbor City, N.J., dislikes to see so many eggs thrown at education. You can't blame him or any other educator for feeling that way. The thing for schoolmen to do is to take to heart any criticisms that are true, and discount the untrue one hundred per cent. The public, unfortunately, cannot discriminate quite so easily. That is why the schoolmen will have to do some skillful disseminating of the facts.

• •

Secretary Hugh Nixon, of the Massachusetts Teachers Federation (14 Ashburton Place, Boston) sends a copy of "Some Vital Facts Concerning the Schools of Massachusetts." Bay State citizens are not going to believe everything they hear about the schools from the lips of political windjammers, if the M. T. F. can prevent it.

• •

Every library which features the literature of pedagogy should soon rejoice in possession of the new cumulative volume of "The Education Index," published by H. W. Wilson Company, 950 University Avenue, New York. Among the magazines completely indexed is the Journal of Education.

• •

Any teacher of English may have, for the asking, a free subscription to the helpful little magazine, "Word Study," issued by the G. & C. Merriam Company, Springfield, Mass., publishers of the Webster dictionaries.

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There Must Be Equality

[Editorial, Boston Transcript]

Pity the men who write and publish textbooks. The protests that have been made against some of the histories are familiar. The author who has had the temerity to represent the fathers of the republic as human beings and not as demigods has stirred up more than one hornet's nest. He who has had the daring to inform the young that their forefathers were something less than saints on earth has similarly heard the buzzing of the swarms of his critics. Now the man who writes about geography finds evidence that he must be on his guard, and the publisher is given warning that he must watch his step.

Clearwater, Fla., has space in the news. Through its Chamber of Commerce it has protested against the use in the local schools of a geography textbook in which there are twenty-five—count 'em—twenty-five—illustrations of California activities, and only four of the activities of Florida. Complaint is made that Florida does not receive proper attention in comparison with California. It does not appear that objection is offered to the text, but if pictures may thus offend, it is evident that what is said on the printed page may also be held to work injustice. The school geography thus goes on trial with the school history.

Perhaps there is a way out of the difficulty. Let each of the forty-eight states be given in the geography the same number of lines as is given to each of the other states. Let each state have its picture, or, if more than one, the same number as is apportioned to each other state. Why in a land supposed to be of equal opportunity should there be in a school geography twenty-five pictures of the activities of one state and only four of the activities of another? Give every state its fair share. And then shall the Florida town have added fame because geography will be written in accordance with what may properly be called the Clearwater Plan.

In the meantime let the spelling books and the arithmetics be examined. Who knows in what insidious manner one state is being favored at the expense of another through variations in spelling and the manipulation of the multiplication table?

BOOK TABLE

NEW BUSINESS ENGLISH. By George Burton Hotchkiss, New York University, and Celia Anne Drew, High School of Commerce, New York City. Cloth. 394 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

New York City has been the financial metropolis of the New World since the Dutch West Indies Company captured the Hudson Bay community in Colonial times and magnified it in the War for Independence because of the folly of Philadelphia bankers who had been financing Washington in the early stress and strain of the war.

New York City has always led the New World in business education because the thrifty Dutchmen liberally financed the Dutch Reform Church in its promotion of schools of eminent respectability, theologically and commercially.

"New Business English" is leading modern education in its successful development of ways and means of meeting the demands of the world crisis in the present situation.

American English is sure to be the universal language of the next quarter of a century. There are more natives born to use all modern languages in the United States than in any other ten nations in the world, and the world crisis stabilizes these natives of other languages as permanent users of American English as the native language of their children.

"New Business English" meets the new American English situation directly, simply and adequately.

THE DEMOCRATIC PHILOSOPHY OF EDUCATION. By Herman Harrell Horne, New York University. Cloth. 547 pages. New York: The Macmillan Company.

This is the most heroic effort that any one has recently made to create a Philosophy of Education that will meet the new complex and composite thinking, civic, social and economic, which the world crisis is creating.

We recently heard Dr. Horne make an address of half an hour on "Philosophy in Education," which was captivating by its analytic clearness and forceful expression.

This book reveals Dr. Horne's aspiration to create a philosophy of education that is more pretentious than anything that has tried to grapple with the old and the new democracy at the same time.

We do not pretend to have adequately mastered all of the thousand subjects scheduled in the twenty-six columns of the index of "Democratic Philosophy of Education."

We say unhesitatingly that we have never enjoyed a half-hour's address on "Philosophy of Education" any more than we enjoyed Dr. Horne's address at the banquet of the Eastern States Conference of Teachers of Teachers in New York on April 8, 1932.

THE LIBRARY READERS. FOR FOURTH GRADE. By Frank M. Rich, Martha Venables, Margaret M. Fitzpatrick and Frances J. Claxton, all of Paterson, N. J. Cloth. 384 pages. Elaborated in color. Chicago and New York: Lyons and Carnahan.

Paterson has been one of the enterprising centres of education for many years, and never more so than now. Dr. Nicholas Murray Butler, a resident of Paterson and chairman of the City Board of Education for many years, made the city one of the famous centres of education.

There has been no time in half a century that the city has not been doing something noteworthy in education.

The past seven years Frank M. Rich, an elementary school principal, with many teachers of the city have been devoting time and thought to the preparation of a Series of Library Readers to attract school children of each elementary grade to the interesting literary works in all libraries.

This is the first of the series. It is such a new adventure in school reading that we cannot pass judgment upon it. We shall follow the use of the series with keen interest.

AMERICAN EDUCATORS OF NORWEGIAN ORIGIN. A Biographical Dictionary. By John A. Hofstead. Cloth. 316 pages. Minneapolis: Augsburg Publishing House.

The book is dedicated to the memory of the fathers and mothers who toiled and sacrificed on the frontiers of America that their children might help to increase knowledge and build character in the new country.

This book is of inestimable value because it classifies and magnifies the vast number of American educators of Norwegian origin. It is interesting to know how many prominent school men of America came from Norway.

It is interesting to see how many Norwegian educators became leaders in business and statesmanship in America.

Harold W. Foght is one of the most important of all Norwegian educators in American education.

He was the son of a sea captain, born in Halden in 1869, came to the United States at twelve years of age, taught village school at twenty-two years of age. He has been on college faculties, as president, dean or professor, in Iowa, Nebraska, Missouri, Minnesota, and Kansas, and on the United States Bureau of Education.

THE JESUITS AND EDUCATION. By William J. McGueken, professor of education in St. Louis University. Cloth. 352 pages. Milwaukee, Chicago, New York: The Bruce Publishing Company.

It is inconceivable that any one can fail to see that the public schools can never again be the whole of American education. Public education, tax supported, will more and more have a business trend. It will be more and more difficult to satisfy the academic-minded American with public education.

The world crisis has already produced serious criticism of the cost of academic courses in public high schools.

The Jesuits have always specialized in classic education. They alone have been able to select their teachers of teachers as well as the teachers of their children.

Public education has never been privileged to select tax-paid teachers because of their culture or personality. These teachers can never be required to live up to the expectation that they will teach in the schools of a state two years.

This book is a revelation of the classical attitude of the laymen on the faculties of the secondary schools under the full control of the church.

It is easy to see why the academic professional literature of the Bruce Publishing Company receives attention beyond the borders of the church schools.

Books Received

"First Steps in Art and Handwork." By Ella V. Dobbs. — "Social Problems." By Ezra T. Towne.—"Secondary Education in the United States." By William A. Smith. New York City: The Macmillan Company.

"Status and Professional Preparation of Recreation Centre Executives and Workers in California." 1929. A report by Emily H. Noble. Berkeley, California: University of California.

"The Music Hour." One-Book Course. By Osbourne McConathy, W. Otto Meisner, Edward Bailey Birge, Mabel E. Bray. Silver, Burdett and Company.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

Secondary Schools Covering Six Years Are Recommended

CAMBRIDGE, Mass.—Increase of the four-year high school course to six years, with a corresponding reduction in the grammar school term, is recommended in a report by Professor F. T. Spaulding of the Graduate School of Education at Harvard University.

The report is based on a national survey undertaken by the Federal Office of Education, and the study of high-school organization has been carried on by Professor Spaulding and O. S. Frederick of the Office.

The survey covered a number of schools throughout the country. The great majority of reorganized school systems, it was found, have favored a reduction of the grammar-school term from eight to six years, either in the form of junior and senior high school terms of three years each or a continuous high school course of six years.

Present tendencies are increasingly in favor of this plan, the report states, and "it seems fair to conclude that the junior and senior high school organization has shown itself definitely more serviceable in the improvement of school practice than has the conventional form of organization."

"Compared with other reorganized schools of equivalent size," it is stated, "the three-year plan junior-senior high schools and the undivided six-year schools prove in general to be the most comprehensively organized of the various types of schools studied. These schools provide more extensively than other schools for the articulation of the school units, for the organization of extra-curricular activities, for educational and vocational guidance, for the maintenance of high standards in the appointment of teachers and for the offering of a broadly comprehensive program of studies."

Slump Decreases Child Delinquency

MINNEAPOLIS, Minn. — Child delinquency, says Howard Hush, chief probation officer here, has been cut down as a result of "simpler living." Necessity has compelled this change and a more serious outlook on life, says Mr. Hush. "Children are getting more and better parental supervision," he says, "and while unemployment is a severe way to bring this about, it is doing some good in this direction at least."

EFFECTIVE USE OF SCHOOLHOUSE

Utilization of All Space Advocated as Means to Reduce New Construction Costs

LOUISVILLE, Ky. — That the major problem now facing school administrators is one of securing a more economical educational administration while at the same time increasing the efficiency of the program offered, is the contention of J. W. Brooker, director of school buildings and grounds, Kentucky department of education.

"None of us will agree," he says, "that any curtailment should be made at the expense of the educational process itself, and it is highly improbable that the general public would agree that this be done. It may be readily seen therefore that reducing housing costs seems to afford the greater opportunity to effect savings in educational expenditures without lowering efficiency.

"Any discussion of this subject naturally resolves itself into two main divisions: Greater utility of present school buildings, and more careful and economical planning of future school building programs to insure 100 cents value for every dollar expended."

An examination of the existing plant will often show that some rooms of the building are idle, while other rooms are overcrowded, and a little planning in the arrangement and equipment of the classrooms will permit virtually all of the school buildings to be used throughout the entire school day, thus permitting larger numbers to be accommodated and obviating the necessity of additional building, Mr. Brooker asserts.

"Expert schedule making," he declares, "should result in every classroom being used to its absolute capacity before additional rooms are provided. This should be done in elementary schools as well as high schools."

"We should also consider the possibilities of savings in janitor's service. Any lightening of the janitor's load will free a portion of his time for minor repairs and replacements about the building, which would otherwise entail considerable expense if outside labor were employed.

"Moreover, there are some possible improvements which may be made in existing buildings at a comparatively small cost, and which will ultimately effect large savings in operation and maintenance. The weather stripping and caulking of windows is an example. The large fuel saving made by this means will pay for the cost many times over during the life of the building."

Bridge Club and Girl Cheerleaders Under Ban in Lynn

LYNN, Mass.—When the speech of the students of Lynn English High School switched recently from talk concerning blind dates, double dates; football and studies to a queer jargon concerning honor-tricks, finesse, revaluation and no-trump takeouts, Principal Frederick R. Willard promptly banned all bridge on school property.

"Bridge is responsible for wrecking homes," announced Principal Willard, "and I will not allow it to interfere with school work. I am putting a stop to it before it reaches a wrecking stage in so far as it concerns school activities. There will be no more bridge playing in this school."

Teachers at the high school applauded the action of their superior and expressed the conviction that the ban did not come a whit too soon. If it had been delayed, they indicated, the Lynn English High School would have degenerated into a junior bridge club. The bridge playing mania began making serious inroads directly after the fall opening of school, and scholastic accomplishment immediately began to drop.

The school bridge players wanted their game to be officially recognized by school authorities. Seventy-five of them signed a petition asking that they be permitted to form a bridge club, the organization to play daily during the lunch hours.

They had made the mistake of overbidding their hand and Principal Willard defeated them by a grand slam, ending rubber and game.

Principal Willard also expressed his opposition to girl cheer leaders. He stated that although no requests had been made by girls for positions as cheer leaders as pupils at other high schools have done, boys are much better adapted to this work than girls, in his opinion.

DECREASE IN PRIVATE SCHOOL ENROLMENTS

BOSTON.—Housing students was not the difficult problem of other years facing New England headmasters when chapel bells sounded the call to opening classes of the new academic year, for private school enrollment in general was below that of last fall.

Although waiting lists in the older and larger schools have diminished somewhat, their limited number of students have already been accepted, and in some cases applications have had to be returned for lack of accommodations.

In efforts to bolster decreasing enrollments some schools are making allowances in tuition for work about the school by students. It always has been customary for students in many schools to pay part of the cost of their education by doing some sort of work for the school. Many more and varied jobs are being found this year to aid students to defray expenses, and they include almost everything from the time-honored work in the dining halls to ringing the chapel bell.

Schools for both boys and girls throughout New England have suffered decreases in students. In most cases the faculties have remained about the same, although some of the non-teaching positions have been abolished.

"Please Walk On the Grass"

WASHINGTON, Pa. — "Please walk on the grass" signs have appeared on the Washington and Jefferson campus. Previously the signs read: "Keep off the grass." Dr. Ralph C. Hutchinson, president, said: "The campus belongs to the students. Why shouldn't they walk on it? I want to walk on it myself. I am more interested in the students than I am in the grass."

Auto Driving Curbed At Amherst College

AMHERST, Mass. — In actively taking over the reins of Amherst College at its 112th opening the new president, Stanley King, brought up two ancient problems—compulsory chapel and the use of automobiles by undergraduates. Attendance at chapel will be required, with a limited number of cuts. The students were warned that they will be expected to dress appropriately, that there will be no smoking or eating in the church or chapel building, nor reading of books, notebooks, papers or magazines. "Motor cars," President King said, "are in general a distraction from rather than an adjunct to the primary purpose for which you are here. The use of motor cars in the vicinity of Amherst will therefore be considered a privilege and not a right. The privilege will be open to juniors and seniors in good standing, whose average is above seventy-five per cent., and who file with the dean a written request from their parent or guardian for an automobile permit."

Women Students Get Better Marks

ANN ARBOR, Mich.—Women get better marks at the University of Michigan than men, and men and women who live in fraternity or sorority houses average better in their studies than do the independent students. The scholarship chart for 1931-1932, listing all except medical, law and dental students, and classifying highest ranking groups were made shared honors in the next three groups, and men composed those in the last three groups.

Free Schools Urged in Brazil

RIO DE JANEIRO, Brazil. — Brazil seems to have emerged from its three months of civil war with a freshened zeal for equalizing opportunity and hope for the future. General Waldomiro Lima, the Federal military governor of Sao Paulo, has laid before President Vargas plans for the economic reconstruction of the defeated State. He advocates government aid for the small farmers, agricultural education to promote scientific methods, and free education at government expense for the children of farmers and laborers.

Young Film Stars Ahead of Other Children

LOS ANGELES, Cal. — Juvenile motion-picture actors are five per cent. ahead of school children who do not work for the films, says J. H. Thomas, supervisor of working children's interests of the Los Angeles board of education.

Even though their education is interrupted many times during the year, Thomas says, some of the 2,000 children employed in the motion picture industry are twenty per cent. farther advanced than those who are not actors.

"It is not the acting that sharpens the child's mind," Thomas declares, "but the contact with the people and things of mature life, particularly such a volatile and active life as that found in a film studio."

150-YEAR-OLD FLAG IS GIVEN TO SCHOOL

CANON CITY, Col.—Pupils of the Lincoln School, district No. 1, here, have a prized possession—a tattered American flag that is over 150 years old.

The flag, tattered at the ends from shipping in many Colorado winds, and faded from the sunshine, was presented to the school by Mrs. A. H. Davis.

Faded though it be, the flag still proudly carries the alternating stripes of red and white, and in the upper right-hand corner are thirteen stars—emblematic of the thirteen original states.

It is believed that the flag was carried through the Civil War by some Union company possibly as a good-luck memento. It doubtless had been handed down from Revolutionary days in some family.

The flag was so badly worn and nearly falling to pieces that it had to be pasted on cardboard to be saved.

The flag, in addition to its probable Revolutionary and Civil War career, saw "action" in the early days of Colorado when Indian raids still were going on. The local militia company carried it when it was sent to Meeker, Col., after the famous "Meeker massacre," when the government agent and his family were ambushed and killed by Indians, about 1880.

Dollar Fee Abolished For Night Schools

BOSTON. — Discovery that evening school officials have refused to admit prospective students unable to pay the $1 deposit required by school regulations, caused the Boston School Committee to abolish the deposit by a 3-to-2 vote. Dr. Charles E. Mackey, who introduced the order, declared that "fully twenty-five persons complained" to him that they were refused a chance to attend evening schools, and "only after many interviews and telephone conversations" was he able to get them in, although the regulations provide "that worthy persons unable to pay the deposit" be admitted.

Professor Einstein to Lecture at Princeton

NEW YORK. — Professor Albert Einstein, the mathematical wizard, who expounded a theory of relativity that every one talks about but few can understand, has been formally appointed a resident faculty member of the Institute for Advanced Study, now being organized in New Jersey. Professor Einstein is scheduled to arrive at Princeton, N.J., next fall for the opening of the institute. Present plans call for his residence at Princeton every year from October 1 to April 15.

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Salt Lake City Mothers Ask Aid for Children

SALT LAKE CITY, Utah.—Unless a four-point relief program was adopted immediately children of needy Salt Lake City families threatened to go on strike and refuse to attend school. This threat was issued to county authorities after several thousand children and adults had paraded through the streets shouting for food and clothes. A committee of mothers presented these demands: Immediate appropriation of funds for the purchase of children's clothing; free milk and free lunches for needy school children; exemption for children of hard-pressed families from all school fees; free carfare to and from school.

Only Seniors Permitted Lipstick

NEW LONDON, Conn.—Daily use of rouge or lipstick has been reserved exclusively for themselves by seniors at Connecticut College. The senior proclamation of special privileges read to the student body by Virginia Swan, Lowell, Mass., president of the class, decreed that underclassmen may use these cosmetics only on week-ends. The seniors also ruled that they alone may use roller skates on the campus.

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PUPILS ARE SURVEYED

Mental and Physical Growth Being Studied

CAMBRIDGE, Mass.—While 3,000 children in Beverly, Revere and Lynn attend school under typical New England conditions a group of Harvard psychological experts, headed by Dr. Walter Dearborn, professor of education, has been studying their mental and physical growth, tabulating statistics, and re-checking findings with meticulous care, according to J. B. Knight, administrator of the psycho-educational survey.

Yearly X-rays of every student's wrist bones are taken to show the actual bodily growth indicated by the ossification of the bones. The physical measurements are taken by three separate testers to insure accuracy.

Most of the children tested regard the survey with interest, welcoming it also as an opportunity to escape from arithmetic class. According to Mr. Knight the main cause of behavior troubles is asking the child to do something he is not able to do or is not interested in.

Examiners encounter a varied set of answers to tests calculated to ascertain the mental ages of the children by means of having them explain various pictures. One, portraying a loving couple with supplies, being paddled down a stream in a canoe, was explained as a kidnapping, a picnic, a couple sick of life and about to jump off at Niagara, and just a picture of a boy friend and a girl friend. Loyalty to the family likeness upset one test when it was found that a little girl of five was insisting that the homely woman in the test was best looking because she looked almost exactly like one of her relatives.

Schools Shut As Funds Run Out

MONTGOMERY, Ala.—Fourteen thousand children in Cullman County, Ala., are experiencing an unexpected vacation because rural schools have closed for lack of funds. Teachers numbering 300 were thrown out of work; but it did not matter a great deal, for they had already worked eleven months without pay. City schools remained open, and authorities are hopeful of continuing through the first semester at least. Frank Grove, secretary of the Alabama Education Association, said schools in more than thirty other counties would be forced to close within six weeks unless financial aid is forthcoming.

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TREES AID SCHOOL

500,000 Planted by Boys for Future Funds

CANAAN, N. Y.—The 150 boys at the Berkshire Industrial Farm here have just completed their part in the state's reforestation program by planting 500,000 trees. The seedlings have been set out over a period of three years on land which was regarded as waste and unfit for cultivation and grazing.

When the trees have reached maturity it is hoped that the sale of timber will form a fund to make the farm, which cares for needy boys, self-supporting. The institution, situated in the Lebanon Valley of the Berkshire Hills, on the shore of Lake Queechy, is a community of boys between the ages of twelve and eighteen who through neglect, poverty, broken homes and bad environment were drifting into delinquency.

The industrial farm seeks to have the boys prove to themselves and to the world that right living and thinking in inspired surroundings are a firm foundation for the building of character and integrity. Officials of the farm describe the boys as not "bad boys, but lively young Americans whose life of adventure, play and freedom brought them into trouble in the abnormal surroundings of city streets."

When a boy completes his vocational course and is ready to go out in the world and stand on his own feet, the "follow-up man" helps him to find a job, a place to live (if his own home is unsuitable), and aids him in adjusting himself to his new independence. More than 2,000 boys have been helped to worthy manhood at the Berkshire Farm since it was founded. Their gratitude is touching, for to most of them it is the only real home they have ever known.

Teachers Want Finger In Spending Pay Cuts

WEST ORANGE, N. J.—After accepting pay cuts ranging from two to ten per cent., teachers in West Orange schools sent a proposal to Mayor Simeon Rollinson asking that one of the teachers be appointed to a proposed committee for the distribution of the pay-cut money for relief purposes in West Orange. Superintendent of Schools Solomon C. Strong, spokesman for the teachers, said: "The teachers are willing to take the pay reduction, but feel that they should have some check on how the money is spent." The teachers' proposal contained the suggestion that the town commission appoint a committee of five to supervise the distribution of the money. The teachers proposed that one member of the committee be a member of the school teaching staff; another, Miss Mary E. Knevels, town overseer of the poor, and the other three citizens of the town interested in relief matters.

Mayor Calls for School Economy

NEWTON, Mass. — After voting against the purchase of property for additions to the playgrounds at the Bowen and Peirce Schools, Mayor Sinclair Weeks, of Newton, appealed to the School Committee to economize as much as possible during the coming year. The motion was tabled. The committee voted that the present system of unloading busses containing pupils at Newton High School be maintained. Although residents of Newtonville and Newton Centre have complained that they are held up in traffic jams in front of the high school by the busses in the morning, a study by the committee revealed that the delays have been minimized. It was reported that the total enrollment in the Newton public schools this year is 11,807, an increase of 395 over last year.

CHILD TRAINING

Too Much Uniformity, Specialists Declare

NEW YORK.—The failure of parents as individuals and of school systems to meet adequately the problem of child growth and training and the "fallacy of standardization" in the molding of the growing child were stressed at the conference of the Child Study Association.

Specialists in child study and education emphasized that every child is an individual entitled to his own life and emotions and should be treated for his individual problems.

"Children are being wronged by enforced molding to the demands of mass measurements," Dr. I. Newton Kugelmass, a child specialist, asserted. "Standardizing plastic youth into average patterns is detrimental physically to growing children, troublesome psychologically to perturbed parents and false biologically to the national ideal."

The need for individual attention for children in a school was stressed in a paper by Dr. George D. Stoddard, director of the child welfare research station of Iowa State University. Speaking of the treatment of the so-called moron and dull "normal," he said:—

"Loving freedom of action, they are made to sit over books; hating thinking, they are made to repeat the thoughts of others; unable to grasp the subtle interplay of human lives and humane institutions, they are brought into raw contact with them. When at last they are thrown out of this hateful situation marked as fools or failures, they often rise to positions of personal dignity through their own efforts in honest labor or in the learning of a craft."

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Springfield, Massachusetts, 1931 - 1932

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Against Spoon-feeding For Undergraduates

PHILADELPHIA.—The American college undergraduate, in the opinion of Dr. H. P. Rainey, president of Bucknell College, should be weaned from "education by spoon-feeding." Addressing a group of Bucknell alumni here, Dr. Rainey outlined plans for a college educational policy that would permit the student to develop culturally without too much emphasis upon career, profession and vocation during his early undergraduate years. "I think the time has come," he said, "to separate our professional training from the first four years of college life." His plans for Bucknell, he said, include a program, to be instituted during the 1933-1934 sessions, of devoting the first two years to general arts education with the last two years reserved for pre-professional or professional study. By this arrangement, he feels, the student may develop a greater interest in learning things himself, under the guidance rather than the compulsion of the faculty.

Florida Folk Protest California References

CLEARWATER, Fla. — Formal complaint against the use in local schools of a geography textbook carrying twenty-five illustrations of California activities and only four of Florida was filed with the Chamber of Commerce by H. H. Constantine, Jr., district school board member. He asked that the protest be carried to the State Chamber of Commerce and the State Superintendent of Public Instruction. A. W. Rordan, also a member of the board, joined in the protest. Both men said they did not object to the display given to California activities, but felt that for a book to be used in Florida schools it underemphasized Florida activities.

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Grins Between Grinds

A Bear of a Story

Little Mary, given to excessive imagination, seeing a red calf in the orchard told her mother that there was a big red bear out in the orchard. The mother, aware of Mary's besetting sin, said: "Now, Mary, you know well enough there is no bear out there, and you had better go right into the closet and ask God to forgive you."

Mary did as she was told, and soon came out smiling and said: "Mother, it's all right; God said he thought that calf was a bear, too, the first time he saw it."

• •

Wanted Proof

A woman called at a studio for a sitting. The photographer made two negatives and promised proofs for the following day.

The next day her husband called for the proofs, but the photographer showed him only one. The husband said: "My understanding was that there were to be two proofs."

"I did make two sittings of your wife," replied the photorapher, "but in one she held her lips apart and showed the end of her tongue."

"My goodness," gasped the husband, "let me see that one. I didn't know there was an end to it."

• •

Polite Kid

A little boy, when told not to mention a guest's amputated foot, said: "No, and when I get to heaven I won't say anything to John the Baptist about his head, either."

• •

Cotton or Corn

He met the sweet young thing at a dance at one of our country clubs.

As they whirled around the dance floor she asked: "What part of the country are you from?"

He told her he hailed from South Dakota, but she appeared incredulous.

"Don't kid me," she told him. "You don't talk a bit like a Southerner!"

• •

Newly Translated

Some English visitors had received formal invitations to an entertainment. One old lady, noticing R. S. V. P. on the bottom of her invitation asked a neighbor what the letters meant.

"I think it must mean 'Refreshments served by the vicar of the parish,'" was the reply.